

COMPARATIVE STUDY ON LEARNING MOTIVATION BETWEEN THE MARRIED AND UNMARRIED STUDENTS AT STIT URWATUL WUTSQO JOMBANG

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Abstract: This research is aimed to know the difference motivation between married and unmarried students. The research used explanatory non experimental design belongs to comparative study with a survey approach. The samples of this study were taken from the population, they were female students of STIT al Urwatul Wutsqo 2013/2014. The findings of this research showed that the t_o is negative and lower than t_{table} ($-0,68695 < 1,99656$) with df of 66 and degree of significance 0,05. The conclusion is the motivation of married students is different with the unmarried students.

Keywords: comparative study, motivation, married, unmarried

A. Background

Motivation plays major role in all activities. An activity will work well if the offender has a high motivation. In term of learning as well as. In the students' academic work and their achievement, in their persistence on learning tasks, their way to overcome the obstacles they encounter in the learning. The students who have a high motivation to learn will obtain better results than those who have low motivation, because motivation will affect the strength of these activities.

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The aspects that distinguish a high and low level motivation are high motivation person will have high responsible for the task must be done, they will not leave the job before they succeed in finishing all, whatever obstacles facing the task they will face with full responsibility. Conversely those who have a low learning motivation is less responsible for the task done. When they faced problem then they will leave their duties carelessly.

The second is the pressure toward the tasks, for those who high motivated will concentrate on completing the task without giving up. Individuals with high learning motivation can learn continuously over a relatively long time with a good level of concentration. On the other hand, those who have low motivation will have a low concentration so easily influenced by the surrounding environment, besides, they are more often delay their tasks.²

There are two types of motivation. They are intinsic and extrinsic motivation. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards. It alsocomes from the pleasure one gets from the task itself or from the sense of satisfaction in compliting or even working on a task.³

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards.⁴

Intrinsic motivation influences learners to engage actively in activities without having to be rewarded. It energizes learners to persist until they accomplish a task successfully. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment or in the case of students, a grade.

Intinsic motivation has two parts, they are, self-determination and personal choice. Self determination is a form of self regulation one that is unusually effective and markedly free of external influence in which people who are self determination regulate their choices and actions more succesfully than others.

²AM Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali Press, 2005), 107.

³LV Brown, *Psychology of Motivation* (New York: Nova Publishers, 2007), 200.

⁴EL Deci dan RM Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York: Plenum, 1985), 85.

The ability to set appropriate expectation is based on the individual's success in matching his or her capacity with present opportunity.

Extrinsic motivation is the people tendency to perform activities for known external rewards when they are tangible, such as present or prize. Extrinsic rewards can be an important tool in motivating behavior. Extrinsic motivators are best applied in situations where people have little interest in performing the activity or in cases where basic skills are lacking. However, the external motivators should slowly pushed out when some intrinsic interest has been generated.

According to Deci & Ryan, the most basic distinction of both kinds of motivation is intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation is doing something because it leads to a separable outcome.⁵ Another distinction related to motivation is. External motivation is influenced by some kind of external incentive such as money, prize, grades, positive feedback the desire of students to please parents, their wish to succeed in an external exam, peer-group influences.⁶

Intrinsic motivation, on the other hand, comes from the learners and their attitudes towards the language, their learning aims and goals, their emotions, their ambitions and so on.⁷ Both of the motivations are very important in all activities to achieve the expected goals included in a learning process. Learning describes the process as a relatively permanent change in behavior based on an individual's interactional experience with its environment. Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.⁸

In line with Lachman Moh. Surya defined that learning is an individual process attempts to obtain a new behavior changes overall, as a result of the individual's own experience in interaction with the environment. The conclusion is learning is a change of one's self.⁹ Learning may be defined as the process by which behavior originates or is altered through training or experience. Learning and motivation have a symmetrical relationship due to the high motivation to learn will succeed. Achievement is a numerical value that indicates the quality of success. To achieve the required properties and behavior

⁵RW White, "The Concept of Competence," *Psychological Review*, No. 66 (1959), 297-333.

⁶HD Brown, *Teaching by Principles* (San Francisco: Addison Wesley Longman, 2001), 59.

⁷Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 277.

⁸Creese, "Group Dynamics and Learning in an Organisation Behaviour Virtual Learning Community," (Faculty of Education Language and Community Services, 2003), 40.

⁹Surya M, *Dasar-dasar Konseling Pendidikan* (Yogyakarta: Kota Kembang, 1988), 32.

such as high aspirations, the active task assignments, high confidence, good interaction, readiness to learn and so on. It is only owned by individuals who are highly motivated.

Islamic religion also explains the importance of having motivation as the word of Allah at QS. al-Ra'd: 11. The above verse showed that the students succeed in learning is depended on the students them selves whether or not they they have high motivation. Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals.¹⁰ It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.

Brown defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. Thus, a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal. Brown remarks that all human beings have needs or drives that are more or less innate, but their intensity depends on the environment.¹¹

Ausubel has identified six needs and desires that are integral parts of motivation: the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge and the need for ego enhancement.¹²

Motivation determines the specific goals toward which learners strive. Thus, it affects the choices students make.¹³ This means that it as a driver of the students' heart, they will achieve maximum results depends on their motivation, how motivated they are, the more perfect the achievement is reached. Motivation is seen as a mental boost that drives and directs behavior humans, including learning behavior. In motivation contained the desire that activates, moving, channeling and directing attitudes and behavior in individuals learn.

Motivation has several effect on students' learning and behavior: it directs behavior toward particular goal. It leads to increased effort and energy. It increases initiation of and persistence in activities. It enchances cognitive processing. It leads to improve performance.¹⁴

¹⁰Maheir dan Pintrich PR, *Culture, Motivation and Achievement* (Greenwich: JAI Press, 1993), 78.

¹¹HD Brown, *Principles of Language Learning and Teaching* (London: Printice-Hall Inc, 1987), 114.

¹²Ausubel, *Theory and Problems of Adolescent Development* (New York: Grune and Stratton, 1977), 368-379.

¹³Maheir dan Pintrich PR, *Culture, Motivation and Achievement*, 78.

¹⁴JE Ormrod, *Educational Psychology Developing Learners* (Amerika: Merrill Prentice Hall, 2003), 37.

The above statement can be concluded that the motivation to have an influence on students' learning behavior, ie motivation to encourage increased vigor and persistence in learning. Motivation learn to play an important role in providing the passion, spirit and pleasure in learning so that students are highly motivated, have energy to carry out the learning activities that will eventually be able to obtain better performance.

The process of motivation begins with a need, an individual's perception of a deficiency. These needs lead to thought processes that guide an employee's decision to satisfy them and to follow a particular course of action. If an employee's chosen course of action results in the anticipated outcome and reward, that person is likely to be motivated by the prospect of a similar reward to act the same way in the future. However, if the employee's action does not result in the expected reward, he or she is unlikely to repeat the behavior. Thus, the reward acts as feedback mechanism to help the individual evaluate the consequences of the behavior when considering future action.

Based on the above explanation, need is one of the major factors which influenced motivation. Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental or ecological influences, perception, memory, cognitive development, emotion, explanatory style or personality or are concepts unique to motivation more pertinent.

Motivation has a huge role in the learning process, according to behavioristic theory, motivation functions as stimulus and response and according to the cognitive theory, motivation is a function of more complex psychological dynamics that need frameworks on various aspects of behavior.

The importance of the motivation role in the learning process needs to be understood by educators in order to carry out various forms of action or assistance to students. Motivation is defined as encouragement, either due to factors within and outside the student, in order to achieve certain goals in order to meet or satisfy a need. In the context of the study of the needs associated with the need for lessons.

The role of motivation in the learning process, students' motivation can be analogized as a fuel to power the engine of adequate learning motivation will encourage students to behave actively to excel in the classroom, but the moti-

vation is too strong it can negatively affect the effectiveness of student learning effort.

Motivation in learning functions includes stimulating the behavior or actions. It serves as a director, it means direct action to achieve the goal needed. Motivation also as a driver, it means moving the person's behaviour. Motivation will determine the size of the fast or slow a job. Motivation effect on learning achievement because motivation can increase achievement and improve attitudes toward the task, in other words, motivation can evoke a sense of satisfaction and accomplishment raise achievement that exceeds normal.

Mueller argues that intemalisation involves an individual's transformation of regulatory processes that are external to the self into intemal regulatory processes. These now internalised values and regulations are integrated into and become part of one's self. However, a person must have their basic psychological needs met before self-determined motivation and the development and maintenance of personal interest can take place.¹⁵

Good results in work that is accompanied by praise an encouragement for someone to work hard. When the results of other people's work is not heeded, may be reduced activities. Praise should always be closely linked to good performance. Children should be given the opportunity to do something with good results, so that her raised a "sense of success" or a sense of accomplishment. Achievement motivation is the hope to obtain satisfaction in the control of behavior and hard against.¹⁶

Some people assume that getting married at a young age is better, both for themselves and descendants. However, many of them say that married at a young age or period of study will have a negative impact especially on motivation and achievement, except a lot of positive factors support it. They say that getting married is like people who will cross the ocean where a lot of storm will hit them. If they are not ready for it then they will be destroyed. For this reason many students chose completing the study then getting married.

Intrinsic and extrinsic factors such as a library, laboratories, faculty quality, course material, lectures and learning method gives a positive contribution in improving student learning motivation. Conversely, if they are not met then it will decrease student motivation. Besides, family problems for those who marry will have a negative impact on motivation.

¹⁵Daniel J Mueller, *Measuring Social Attitudes* (New York: Teachers College Press, 1986), 119.

¹⁶Clelland David C (ed.), *Studies in Motivation* (New York: Apleton Crafts, 1955), 90.

In our environment, married at the time of studying in college it is a phenomenon. There many students in Indonesia who get married when they study. Thus also in STIT al Urwatul Wutsqo, many students who are married while studying. They are getting married at the time they are studying. Their age are also relatively different, such as old, middle and young. Some times they study by carrying out their babies.

According Fauzil Adhim, if the marriage achieve wellnes, it will not interfere the ability to absorb the lecture material. It can be meant that being married which bring welness will increase motivation and the other hand.¹⁷ Wellness is the dynamic process of becoming aware of, taking responsibility for and making choices that Directly Contribute to one's well being and that of the common good. It is the integration of body, mind and spirit and the ongoing development of one's own meaning in life.¹⁸

Based on the research results on marriage at the time of the study, there were increasing their motivation because of extrinsic motivation such support from their couple, there also willingness of having children immediately so that his motivation is pumped up, but there is also the motivation weakened due to economic and health factors. Likewise, during the learning process there are also positive and negative effect of ability to absorb the course, it depends on the problems they face.¹⁹

This is relate with Muhibbin Syah. There are three factors that influence the learning process such as internal, external factors, and learning approaches. Such example is external factors. Islamic law explains the law of married during studying is not different with the law of marriage in general, that is sunnah and it could change to another law, depending on the circumstances of people who carry out it. When they can not maintain the sanctity and her virtues except by marriage, then it becomes obligatory according to Islamic law. If an obligation is not perfect but with something, then that something shall also legal.²⁰

The previous research on the difference motivation of students before and after getting married was conducted by Hadi Nur Rohman on Marriage Implications of Studying to the Learning Achievement in Islamic Education Faculty of UIN Sunan Kalijaga Yogyakarta was Marriage effected in improving learning motivation, changing learning styles, increasing and decreasing the learning

¹⁷Fauzil Adhim, *Indahnya Pernikahan Dini* (Yogyakarta: Pro-U Media, 2008), 142.

¹⁸Chris Brooker, *Ensiklopedia Keperawatan* (Jakarta: Buku Kedokteran EGC, 2005), 130.

¹⁹HN Rohman, "Implikasi Pernikahan Pada Masa Studi Terhadap Prestasi Belajar," tesis tidak dipublikasikan (Yogyakarta: UIN Sunan Kalijaga, 2007), 77.

²⁰Taqiyuddin al-Nabhani, *Ash Syakhshiyah Al-Islamiyah*, juz III (1953), 36-37.

activity.²¹

B. Method

This article was comparative research. Comparative research is a type of research that is used to compare between the two groups or more from a certain variable.²² The population and the sample of this research was the students of STIT Urwatul Wutsqo Jombang. The sample was taken by purposive sampling.

The purpose of the study was to compare whether or not the difference of students who are married and those who are unmarried, this study is also intended to determine the closeness relationship and influence of one to the other variables. This research is explanatory non experimental and aims to explain of the differences between the motivation of married and unmarried students. This study belongs to a comparative study with a survey approach. As Sugiyono states that comparative research is a the study that is comparisons. Comparative test the hypothesis which population mean test parameters shaped comparison.²³

The choice of the design because of the research objectives, that is to learn the difference of two variables they are the motivation of married and unmarried students with two samples. Arikunto states that the entire population is the subject of research.²⁴ The population in this study were female students of STIT Urwatul Wutsqo 2013/2014 (the fourth semester students), amounting to 156 students.

He also explains that the sample is partially or representative of the population studied.²⁵ The sample of this research consisted of students who have already married and totaled 32 students, and the students who are unmarried, they were 34 students, so the total numbers was 66 people.

This present research uses the purposive and random sampling technique since the population was too large. The purposive used because the researcher took all female married students was 34 students, and used random sampling since the number of students who have not been married is more than those who are married.

²¹Ibid, 85-86.

²²Moh. Nazir, *Metode Penelitian* (Bogor: Ghalia Indonesia, 2005), 58.

²³Sugiyono, *Metodologi Penelitian Pendidikan* (Bandung: CV Alfabeta, 2005), 115.

²⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 130.

²⁵Ibid, 131.

In collecting data, the researcher used questionnaire administrated to both group. The given questionnaire is closed questionnaire created by grating instrument that has been made and questionnaire has been tested for validity and reliability. The validity of the test results indicated that there are 20 numbers are valid from 50 the number of items given previously. The purpose of providing a closed questionnaire is that researcher focus only on research.

Meanwhile in analyzing the data the researcher used statistical calculation of t-test to find out the differences score of students motivation between the students who are not married and those who are married. The formula is described as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1}{n_1} + \frac{\sigma_2}{n_2} - 2r \left(\frac{SD_1}{\sqrt{n_1}} \right) + \left(\frac{SD_2}{\sqrt{n_2}} \right)}}$$

Meaning:

\bar{X}_1 average sample 1

\bar{X}_2 average sample 2

SD₁ deviation standard 1

SD₂ deviation standard 2

σ_1 sample variance 1

σ_2 sample variance 2

r correlation

n number of samples

If $t_o > t_{table}$ means Ho is rejected and there is a difference motivation between of married and non married students, on the other hand, when $t_o < t_{table}$ means Ho is accepted and Ha is rejected. So there is no difference motivation between married and non married students.

The result of validity test showed that from fourty questions given, there were 20 questions were valid and they were used as intrument of the research. And the instrument has good reliability and proper to be used as research instrument.

Result

The result of data analysis both data calculation and raw score can be described as follows:

Table 1
The Questionnaire Result of Unmarried

Responden	X_1	X_1^2
1	54	2916
2	38	1444
3	68	4624
4	48	2304
5	64	4096
6	50	2500
7	50	2500
8	54	2916
9	60	3600
10	70	4900
11	40	1600
12	55	3025
13	60	3600
14	54	2916
15	60	3600
16	70	4900
17	40	1600
18	49	2401
19	68	4624
20	51	2601
21	66	4356
22	49	2401
23	45	2025
24	71	5041
25	66	4356
26	40	1600
27	50	2500
28	74	5476
29	54	2916
30	60	3600
31	54	2916
32	60	3600

33	55	3025
34	65	4225
35	50	2500
36	55	3025
$\Sigma x_1 = 2017$		$\Sigma x_1^2 = 116229$
$(\Sigma x_1)^2 = 4068289$		$\sigma_1 = 92,03$
$SD_1 = 9,593111$		$\bar{X}_1 = 56,02778$

Table 2
The Questionnaire Result of Married Students:

Responden	X₂	X₂²
1	60	3600
2	65	4225
3	50	2500
4	60	3600
5	70	4900
6	40	1600
7	49	2401
8	68	4624
9	43	1849
10	51	2601
11	72	5184
12	40	1600
13	50	2500
14	66	4356
15	49	2401
16	45	2025
17	71	5041
18	50	2500
19	74	5476
20	54	2916
21	60	3600
22	54	2916
23	60	3600
24	55	3025

25	70	4900
26	54	2916
27	38	1444
28	78	6084
29	60	3600
30	74	5476
31	68	4624
32	50	2500
$\Sigma x_2 = 1848$		$\Sigma x_2^2 = 110584$
$(\Sigma x_2)^2 = 3415104$		$\sigma_2 = 124,58$
$SD_2 = 11,16157$		$\bar{X}_2 = 57,75$

The above tables shows that Σx_1 is 2017, $(\Sigma x_1)^2$ is 4068289, Σx_1^2 is 116229, the varians is 92,03, deviation standard is 9,593111, the number of responden 36 and the mean score of variable X is 56,02778. Meanwhile, Σx_2 is 1848, $(\Sigma x_2)^2$ is 3415104, Σx_2^2 is 110584, the varian is 124,58, the deviation of standard is 11,16157, with number of responden is 32 and the mean score is 57,75.

The the calculation of t test with df $(36 + 32 - 2)$ is 62 and r table 0,023 is described as follows:

$$t = \frac{56,0278 - 57,75}{\sqrt{\frac{92,03}{36} + \frac{124,58}{32} - (2 \times 0,023) \left(\frac{9,593}{\sqrt{36}} \right) + \left(\frac{11,1616}{\sqrt{32}} \right)^2}}$$

$$t = \frac{-1,7222}{\sqrt{2,556389 + 3,893125 - (2 \times 0,023) (1,598833) + (1,973111)^2}}$$

$$t = \frac{-1,7222}{\sqrt{6,4495154 - (2 \times 0,023) (3,571944)}}$$

$$t = \frac{-1,7222}{\sqrt{6,4495154 - (0,164309)}}$$

$$t = \frac{-1,7222}{\sqrt{6,285204}}$$

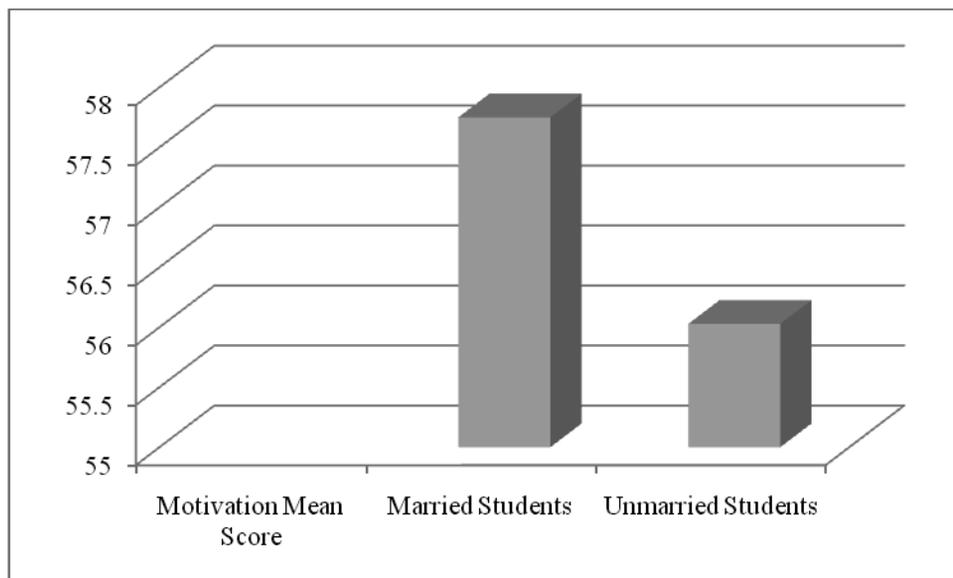
$$t = \frac{-1,7222}{2,507031}$$

$$t = -0,68695$$

C. Discussion

Table 1 shows that the mean score of the unmarried students motivation is 56,02778 and the deviation standard is 9,59311. Meanwhile for the married students their mean score is 57,75 and the standard deviation is 11,16157. The differences is 1,726.

Their motivation difference can also be seen at diagram the following diagram:



The hypothesis analysis using *t*-test analysis showed that the degrees of freedom (*df*) 66, with level significance of 0.05 two-tailed is 1,99656. It means that t_o (*t*-value) < t_{table} , the *t* value (-0, 68695) is lower than t_{table} (1,99897). Based on the hypothesis has been stated means that there difference motivation between unmarried students and the married students since the result of t_o is negative and it is lower than the t_{table} .

The hypothesis which stating that there is no difference in motivation between students who are married and those who are not married is rejected. Thus, the research showed that there is difference motivation between the married and unmarried students, in which the students who are married have higher motivation in studying than those who are unmarried.

D. Conclusion

The findings of this research has been discussed above shows that the t_o is (-0,68695) and t_{table} with *df* of 66 and degree of significance 0,05 is 1,99656. It means that t_o is negative and lower than t_{table} in which the Null hypothesis is

rejected. It is concluded that the motivation of married students is different with the unmarried students motivation which the married students have higher motivation than the unmarried ones. It means that this study result does not support the theories.

Based on the findings of this study. It is suggested the the future researcher is expected to continue this research by comparing not only female students but all students male and female. This result of the study is lack of perfect, so it is expected to continue this research, by adding a reference in order to obtain the instrument and the more perfect result.*

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